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THE CERTIFICATE PROGRAMMES IN MUSIC

LITERACY AT SU

Conceptualize your research: How my work environment shaped my topic and vice versa

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CERTIFICATE PROGRAMMES IN MUSIC LITERACY

BACKGROUND

- Established 1999 to address need for accelerated formal music education

- 2002: Satellite campus established in Caledon

- 2005: Partnership with South African National Defence Force (SANDF)

- Satellite campus: SA Army Band, Youngsfield Military Base, Cape Town

CP ORGANISATIONAL STRUCTURE

- Co-ordinator, all campuses: Felicia Lesch

- Co-ordinators, satellite campuses: Youngsfield Military Base - Sgt-Major Jack Simpson, Overberg – Shean Cloete

- Practical, Theoretical and History of music advisers: Pamela Kierman, Cheryl George and Inge Engelbrecht

- Staff: approximately 38 part-time staff across all 3 campuses, which includes lecturers, teachers and SU senior under-graduate and post-graduate students

Aims of the CP

- To fill the gap that exists between the work of community organisations, high schools and HEIs.
- To fulfil a multi-faceted role that would equip members of the broader community with skills to play an instrument, and to expand their knowledge and insight into reading and understanding music.
- To prepare students for entry into the BMus Degree Programme.
- To empower students with a qualification and skills that will enable them to seek employment in community music organisations and/or as professional musicians.
- To give under- and postgraduate students the opportunity to gain valuable experience in teaching and mentoring, which is directly in line with the University's Community Interaction Policy.
- To create research opportunities for lecturers, staff and students.

THROUGHPUT TO TERTIARY MUSIC PROGRAMMES

Year	Number of students admitted into tertiary study
2005	1 (SU)
2006	3 (SU); 4 (UCT)
2007	2 (SU); 3 (UCT)
2008	3 (SU)
2009	7 (SU)
2010	7 (SU)
2011	10(SU); 1(UCT)
2012	12 (SU)
2013	13 (SU); 1 (UCT)
2014	15 (SU); 1 (UCT)
2015	10(SU); 1 (WITS)
2016	16(SU)
2017	14(SU)

Procheska and Diclemente's model of change

- Precontemplation
- Contemplation
- Preparation
- Maintenance

Precontemplative stage of change

- Individuals do not recognize the need to change their behaviour – they consider their behaviour normal.
- This is reflected in their results and lack of progress on their practical instruments.
- These students seem unaware that they are not making significant progress, as their results in the CP are significantly better than their achievements when they were at school.
- Students could remain in the precontemplative phase for the entire year, sometimes longer.

Contemplative stage of change

- Students who have reached the "contemplative" stage, illustrate an awareness of the need for behavioural change.
- These students have not committed to the process of change, they have not started on the steps required to effect lasting change, they simply are aware that changes have to be made.
- At this stage, it seems, students either return to the "precontemplative" phase or leave the programme, or they will start taking the steps required for the "preparation" stage.

Preparation stage of Change

- During this stage, the student is ready to make changes to his/her behaviour, and needs support in the form of "counselling, social support and assistance with problem solving" (Kritsonis, 2004/5: 4).

- Changes in behaviour are increasingly effected by the individuals,

Maintenance stage of Change

- Changes in behaviour are increasingly effected by the individuals
- Reinforcement of said changes is adapted to the student's lifestyle.
- These changes could be permanent or temporary, hence the cyclical or spiral nature of the design of this process. In the interviews with students, the researcher has found that students who have a high level of self-efficacy are naturally more positively disposed towards behavioural change within themselves, particularly in the presence of positive role models.

Paradigms of Community Programmes

- Charity Paradigm
- Project Development Paradigm and
- The Social Change Paradigm.
- [Morton; 1995]

Charity Paradigm

- Nothing is expected of the students, and there is "no expectation that any lasting impact will be made" (Morton, 1995: 20). There was, however, a strong expectation that students who completed the music requirements for entry into the BMus degree should be allowed to do so, regardless of their academic suitability.
- Two negative outcomes of this paradigm seem to be that:
  - Students from this period exhibited a tendency towards long-term dependency
  - The server's preconceptions of the individual and the source of his/her problems are maintained or strengthened during this time, since there was no emphasis on the structural causes of the problem at the time (Morton,1995: 20).

Project development paradigm

- Focus[ses] on defining problems and their solutions and implementing well-conceived plans for achieving those solutions … the organising principle … lies in the development of partnerships of organisations that collectively have access to the resources necessary to "make something happen (1995: 22)

- As with the "Charity" paradigm, power rests in the hands of the service provider and the management structure of the partners, with little or no input from the students belonging to these organisations.

- Each organisation determines its own outcomes, and the success of the partnership is reliant on how much of the outcomes between service agent and partners are matched.

- Morton describes service from this paradigm as being somewhat rigid, "based on preconceived notions about the nature of problems and their solutions, so that rather than producing ameliorative effects, Project Development may have no impact or even produce negative outcomes" (1995: 22).

Social change paradigm

- The main characteristic of this paradigm is that the change is planned with equal input from the partners over a long period, with the long-term view to social change being the primary aim.

- This paradigm has proven to be the most successful in the CP's strategy to redress inequalities in academic output from the high school system in rural and urban areas.